

St Bernard Elmwood Place City Schools
Technology Teacher Grant Program
Phase I
2010

I. Grant Overview

The meaningful integration of technology into the learning process is a challenging one. Technology is only a wise investment if it changes something about the way students learn, opens new doors and possibilities, and/or helps engage them in their learning experiences.

There are many technologies that, if put into the hands of a dynamic teacher, will engage students in their learning experiences. Interactive whiteboards/panels, document cameras, projectors, wireless response systems and classroom audio systems are all sound technology investments that can make learning a richer, more meaningful experience for a child.

Objectives:

- To develop learning environments that utilizes technology for research-based instructional strategies;
- To identify the most valued technology solutions for each instructional strategy;
- To document the successes and challenges of technology integration with research-based instructional strategies which include differentiated strategies for Gifted, IEP and LEP students;
- To disseminate information about the observed changes in the teacher, students and learning environment.

During Phase I, ten (10) teachers will be selected through this grant process to lead the way as they developed a replicable classroom model of technology integration that is sustainable and that supports research-based instructional strategies through the careful selection of technology tools, the provision of technology-related professional development, and through ongoing support and collaboration.

The research-based instructional strategies to be integrated with a variety of technologies are the nine identified in the book *Classroom Instruction That Works* (Marzano et al):

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning

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7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

The goal is to implement a Phase II grant in October.

II. Application Timeline

Full-time and/or part-time instructional staff of the school district are eligible to participate in this technology grant.

Grant Application Due Date: April 21, 2010 – End of School Day

Submit Application Online Via Email To: Jennifer Moormeier, District Consultant

J_Moormeier@yahoo.com

As the former Instructional Design & Professional Development Program Manager for Governor Voinovich's Ohio SchoolNet Statewide Technology Program, she will review the Phase I applications and identify Phase I participants.

Notification of Phase I Teachers: April 23, 2010

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Application

I. Teacher Information

APPLICANT NAME		SCHOOL E-MAIL ADDRESS
BUILDING NAME*		SCHOOL PHONE NO.
SCHOOL ADDRESS		SUMMER E-MAIL ADDRESS
		SUMMER PHONE NO.
DISTRICT NAME		YEARS OF TEACHING EXPERIENCE
PRINCIPAL'S NAME		PRINCIPAL'S E-MAIL ADDRESS
NUMBER OF STUDENTS IN YOUR CLASS (ES)	GRADE LEVEL(S)	SUBJECT(S)

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II. Access to Technology (not scored)

Check off the hardware/software you have experienced in your **classroom, school, and home.**

***Checking nothing will not impact your application.**

Internet/Web

Computers

- # in your classroom(s)

- # in library or lab/media center _____
- # in home

LCD projector

Interactive white board

Video conferencing

Cameras

Document

Video

Digital

Handheld or Peripheral Devices

Global positioning system (GPS)

MP3 players / software

Probeware (Lab)

Anything else? List here.

Collaboration and Communication

E-mail

File sharing

Chat

Virtual meetings

Anything else? List here.

Web 2.0 Applications

Blogs

Photo and Video Sharing

RSS & Readers

Wikis

Anything else? List here.

Learning Management System

Blackboard™

Moodle

Windows SharePoint™

Anything else? List here.

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III. Applicant — Internet access outside the school building (not scored)

Do you have access to high-speed Internet at home for learning online during the evenings and weekends?

- Yes
 No

If not, can you access high-speed Internet during the evenings and weekends at a reliable alternative location? Provide a brief explanation. (50 words)

IV. Professional Development Experiences (not scored)

What kinds of professional development—instructional strategies or technology integration—have you attended in the past? Check all that apply.

- Hands-on training
 Instructor-led professional development
 Course work
 Online course
 Workshop, seminar or conference
 Reading and self-study
 Professional learning community
 On-the-job with peer guidance
 Other _____

How do you prefer to learn about new instructional strategies and technologies? Provide a brief explanation. (50 to 100 words)

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V. Applicant Narrative Section (40 total points)

1. Instructional Practice (15 total points)

- A. Describe a standards-based class activity or learning project you developed or used in the last year. List the subject area(s) and standards covered in your activity or project. (5 points, 350 words maximum)
- B. How did you address the needs of different learners in your classroom during that activity or project? (5 points, 250 words maximum)
- C. How did you monitor student progress and assess learning in that activity or project? (5 points, 250 words maximum)

2. Professional Development (10 total points)

- A. Provide an example of a professional development experience, within the past two years, during which you learned a new instructional strategy. What made this a powerful experience for you? (5 points, 250 words maximum)
- B. How did you apply this new practice? (5 points, 250 words maximum)

3. Technology Integration (5 total points)

What benefit to your instructional practice and the academic performance of your students do you see as a result of technology integration? (5 points, 350 words maximum)

4. Knowledge Sharing (5 total points)

How do you plan to share what you learn about the ways in which technology supports effective instructional strategies among school colleagues, leaders and community members? (5 points, 350 words maximum)

5. Rationale for Applying (5 total points)

Why do you think you should be identified to participate in Phase I? (5 points, 350 words maximum)

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VI. Applicant Agreement

The applicant certifies that, to the best of his or her knowledge, the information in this application is correct. The educator involved with this request agrees to meet the obligations of the Technology Grant Program described in the application. If a grantee does not comply with this agreement, the District may reassign the technology purchased for this educator to deploy.

By signing this application, the applicant agrees to:

- Participate fully in the program from May, 2010 to June 30, 2012. Attend all training sessions, participate actively in all activities and provide thoughtful and meaningful input and data during the evaluation segment of this program.
- Attend all professional development sessions required by the program, including online training activities: May 12, 2010, June 9, 2010, June 10, 2010
- Use additional hours, beyond the time spent in training sessions, to plan, apply and integrate the technologies purchased using research-based instructional strategies to lessons developed for the applicant's regular classroom.
- Provide monthly updates for the 2010-2011 academic year to the Superintendent and/or designee regarding the impact of this grant program on student learning.
- Apply the instructional strategies and technology integration techniques learned through the grant program.
- Support Phase II teachers during their implementation process.
- Ensure all hardware, software and supplies purchased through this program remain in the applicant's classroom from May 1, 2010 to June 30, 2012.

Original Signature Only

Name of District

Name of Building

Applicant Signature _____

Applicant Name (print or type)